



## Arizona Adult Education Assessment Policy PY 2017-2018 State Context for Assessment

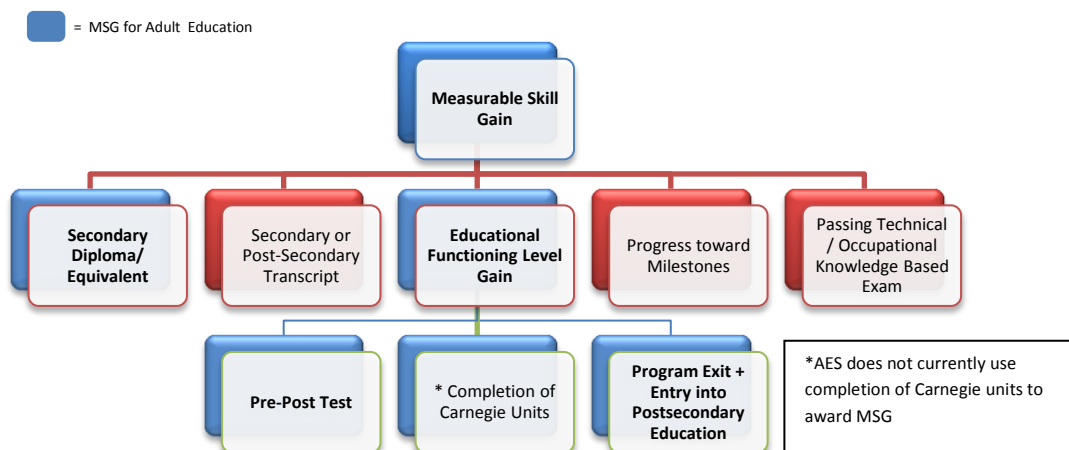
### Overview

This document provides a detailed explanation of State and local program requirements for student assessment, which are aligned to National Reporting System (NRS) guidelines, Arizona state policy, and rules set forth by publishers of approved assessments. Also included are mandatory procedures for programmatic reporting of educational gains in compliance with NRS requirements.

Programs are obligated to adhere to assessment requirements identified in order to provide fair and equitable access to services for learners; identify need for program improvement; and make consistent, data-driven decisions for learner placement and advancement. Further, assessment should be inherent to the instructional process, where results guide instruction and student learning.

### NRS Requirements, State Policy and Accountability

Local providers must use State- and OCTAE-approved assessments to determine measurable skill gains (MSG) of all learners, including those participating in virtual learning platforms. Of the five types of measurable skill gains used to assess progress toward academic, technical or occupation credentials, or employment, only two apply to adult education: (1) Pre/Post-testing using an approved assessment **or** exiting adult education and entering a post-secondary institution, and (2) Attainment of secondary diploma or its equivalent (see diagram below).



Assessments are approved by the United States Department of Education, Office of Career, Technical and Adult Education, Division of Adult Education and Literacy (ED/OCTAE/DAEL) for use in the NRS and were selected by Arizona Department of Education/Adult Education Services (ADE/AES) based on recommendations from field-based teams.

In an effort to facilitate alignment of ADE/AES operations with assessment objectives, all adult education programs funded by the State of Arizona are required to use the Test of Adult Basic Education 9/10 Survey Online Version (TABE 9/10 Online) for ABE participants and the Test of Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E) for ELAA participants. Programs must administer initial tests to all learners within the first 12 hours of attendance and follow up with progress tests during the period allowed as described in this document. Uniform implementation of the assessment procedures outlined in this policy is necessary for the successful comparison of program efforts and will be monitored by ADE/AES. Deviance from the requirements and procedures outlined herein will be seen as a compliance issue and will be dealt with accordingly.

It is essential that the administration of standardized assessments be maintained through a standardized delivery process to ensure the validity and reliability of the assessments across the state. Test administration must not deviate from the procedures described by the publisher, DRC/CTB, nor should it fail to adhere to copyright policy for publisher materials.

Programs must administer all assessments to learners, including participants enrolled in virtual learning, who must test in-person at proctored program sites. Assessments that are not conducted face-to-face with ADE/AES-trained test administrators in secure settings are not allowed for NRS reporting.

Further, programs must administer the computer-based TABE 9/10 Online to all ABE levels, except when administering the TABE 9/10 Word List and Literacy levels in the paper/pencil format according to publisher guidelines. Each program is required to have the TABE 9/10 Word List and Literacy levels available at each of its testing locations.

There are two testing requirements for earning high school equivalency diplomas. The first is the GED®, the only State board-approved assessment in Arizona. This test is administered in a computer-based environment and measures four subject areas: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. The test may be administered only at authorized GED® Testing Centers approved by ADE/AED and Pearson-Vue, following the guidelines established by the publisher. The second requirement, to commence on January 1, 2017, is the Arizona Civics Assessment, also computer-based.

### **Periods of Participation (PoP)**

A Period of Participation (PoP) will be defined as a period of continuous enrollment in a given fiscal year. When a learner leaves a program for a minimum of 90 days, he or she will be exited from the program. Should a learner re-enter a program in the same fiscal year, a new PoP is initiated. As a result, the intake process is repeated, including administration of the initial assessment for purposes of determining measurable skill gain.

If a learner attends more than one program within a period of participation, the assessment history for that learner will be available to all programs attended. Programs are required to use the assessment history to determine appropriate progress- testing. The first program to assess in a PoP establishes the assessment regimen for the student. Any other program with which the student interacts shall follow the same testing series.

### **Monitoring Local Programs**

Programs will be monitored for compliance with Arizona Assessment Policy. As part of the compliance review,

- programs are required to complete and submit Program Data Quality Checklists to ADE/AES annually.
- ADE/AES staff examines program assessment data monthly as part of a regular desk monitoring schedule. Desk monitoring includes checks for completeness, accuracy, and adherence to a monthly schedule for data entry.
- on-site monitoring of local programs is done yearly based on risk assessments or as deemed necessary by ADE/AES.

Direct questions regarding assessment requirements and procedures or requests for technical assistance to:

Arizona Department of Education, Adult Education Services

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## **GENERAL ADULT EDUCATION ASSESSMENT REQUIREMENTS**

### **Training**

Program personnel may administer the assessment only after receiving training from ADE/AES personnel or attending an ADE-sponsored training from DRC/CTB personnel and reading the appropriate manual (*TABE forms 9/10: Survey, Test Directions* or *TABE CLAS-E Test Manual Test, Directions*). A minimum of one person per program must be trained to administer assessments; obtaining training for additional administrators is at the discretion of each program. Assessment administrators must participate in refresher training every two years.

The following trainings are offered by ADE/AES.

#### **TABE 9/10 ONLINE**

- ✓ TABE 9/10 Online Test Administrator Training
- ✓ TABE 9/10 Online Refresher Course

#### **TABE CLAS-E**

- ✓ CLAS-E Test Administrator Training
- ✓ TABE CLAS-E Online Refresher Course

ADE/AES will provide assessment trainings throughout the year as needed. Adult Education Programs are responsible for maintaining lists of authorized test administrators at each of their sites. ADE/AES will maintain a statewide list of authorized test administrators by adult education program and will periodically monitor for program compliance.

### **Assessment Overview**

#### **All Learners: Initial Assessment**

The first assessment given to a learner in each period of participation is called the “initial assessment.” For learners whose attendance crosses fiscal years, assessments taken between May 1st and June 30 of the previous fiscal year become the initial placement levels in the new fiscal year.

- The initial assessment must be administered to the learner during the first 12 hours of attendance for each period of participation.
- Assessments should be given in all areas in which it is expected that the learner will receive instruction.
- If a learner returns to the program after 90 calendar days of inactivity, he or she enters a new period of participation, and it is necessary to administer a new initial assessment.
- Assessment results, combined with other evaluative information, must be used to direct individual learner studies.
- Learner placement will follow NRS guidelines. For NRS reporting purposes, the initial placement level will be determined by the lowest scale score. Scale scores must be used to measure and report Educational Functioning Levels.

### All Learners: Progress Assessment

A test given after the initial test, within an individual PoP and in the appropriate testing sequence, is called a “progress test.” Progress testing may be done during class time. Progress tests will be administered in the same content areas as were initial assessments. A progress test must be given in the alternate test form but same test level as the initial assessment. For instance, if the initial assessment was TABE 9, Level M, the progress test must be TABE 10, Level M. Measurable Skill Gain by pre-/post-assessment is determined by comparing the learner’s initial assessment with a valid post assessment.

**Measurable Skill Gain (MSG) based on Pre/Post Assessment:** An NRS placement level increase is based on a progress test in the content area with the lowest scale score at initial assessment. A MSG is achieved when the progress test scale score places the learner into a level above the initial placement. For learners whose initial score places them into ABE 6, successfully passing the High School Equivalency (HSE) test is the only way to report a MSG.

A learner may have multiple progress tests during a PoP; however, progress test timeframes must be adhered to according to the chart below.

### Progress Test Timeframes

Progress test timeframes are set by ED/OCTAE/DAEL.  
The target progress test rate for Arizona is 75%.

**Exceptions to progress test timeframes should be limited and rare** and must be in accordance with the “Progress Assessment Exception Form” and kept with learner records.

Assessment & NRS Level	Progress Test Timeframe
<b>TABE 9/10 Online</b> ABE Levels 1-4	<u>Minimum</u> of 40 hours of instruction after the initial Assessment; an additional 40 hours of instruction is required between each subsequent assessment (Publisher recommends testing between 50-60 hours of instruction.)
<b>TABE 9/10 Online</b> ABE Levels 5 & 6	<u>Minimum</u> of 30 hours of instruction after the initial Assessment; an additional 30 hours of instruction is required between each subsequent assessment (Publisher recommends testing between 30-39 hours of instruction.)
Assessment & NRS Level	Progress Test Timeframe
<b>TABE CLAS-E</b> All ELAA levels	<u>Minimum</u> of 50 hours of instruction after the initial Assessment; an additional 50 hours of instruction between each subsequent assessment (Publisher recommends testing between 60-95 hours of instruction.)

### **TABE 9/10 Online**

TABE 9/10 Online is the approved assessment for all ABE learners in Arizona, including those enrolled in virtual learning platforms, to assess MSG.

The TABE 9/10 Online is a standardized assessment. Validity and reliability must be maintained through a standardized delivery process; test administration must not deviate from the procedures described by the publisher, DRC/CTB. The use of a calculator on the applied mathematics subtest is permitted per publisher guidelines.

The assessment process for ABE learners begins with the TABE Locator. Provided there is no significant gap in service, 90 calendar days or more of inactivity, it is not necessary for the Locator to be administered again. The Locator is used to determine the appropriate TABE Survey level to be administered and may not be used for initial placement or progress testing in place of the TABE 9/10 Online.

After determining the appropriate Survey level/s, assessments should be given in the content areas in which the learner will receive instruction.

A valid progress test is the alternate form of the same level test as the initial assessment. A learner may have multiple progress tests. MSGs are determined by comparing the initial assessment scores with those of a progress test in the appropriate form of the same level test. Per publisher guidelines, TABE 9 and 10 are appropriate alternate tests.

### **TABE 9/10 Online: Official Score Ranges**

Use official score ranges for both initial and progress assessments for NRS reporting purposes.

<b>NRS Level</b>	<b>Reading</b>	<b>Language</b>	<b>Total Math</b>
<b>ABE Level 1</b>	<b>367 and below</b>	<b>389 and below</b>	<b>313 and below</b>
<b>ABE Level 2</b>	<b>368 - 460</b>	<b>390 - 490</b>	<b>314 - 441</b>
<b>ABE Level 3</b>	<b>461 - 517</b>	<b>491 - 523</b>	<b>442 - 505</b>
<b>ABE Level 4</b>	<b>518 - 566</b>	<b>524 - 559</b>	<b>506 - 565</b>
<b>ABE Level 5</b>	<b>567 - 595</b>	<b>560 - 585</b>	<b>566 - 594</b>
<b>ABE Level 6</b>	<b>596 - 812</b>	<b>586 - 826</b>	<b>595 - 775</b>

### Recommended Initial Score Ranges

Recommended initial score ranges for level tests have been identified. A learner with scores outside the recommended scoring range should be retested using the appropriate test level.

Test Level	Reading	Language	Total Math
L	160 - 457	N/A	180 - 439
E	290 - 517	235 – 523	200 - 505
M	368 - 566	399 - 559	314 - 565
D	461 - 595	493 - 585	442 - 594
A	518 +	530 +	530 +

### TABE CLAS-E

The TABE CLAS-E is the approved NRS assessment for MSG for ELAA learners at all levels, including those enrolled in virtual learning platforms.

The CLAS-E is a standardized assessment. Validity and reliability must be maintained through a standardized delivery process; test administration must not deviate from the procedures described by the publisher, DRC/CTB.

The assessment process for ELAA learners must begin with the CLAS-E Interview Form and Locator Test. Provided there is no significant gap in service (90 calendar days or more of inactivity), it is not necessary to administer the Locator again. The Locator is used to determine the appropriate CLAS-E level to be administered and may not be used for initial placement or progress testing.

ELAA learners must be assessed on four domains using the CLAS-E: Listening, Speaking, Reading and Writing per publisher guidelines. Composite scale scores for Speaking and Listening, and Reading and Writing must be used for reporting purposes.

Any test given after the initial test is called a “progress test.” A valid progress test is the alternate form of the same level test as the initial assessment. A learner may have multiple progress tests. MSG is determined by comparing the initial assessment with the appropriate form of the same level test. Per publisher guidelines, CLAS-E forms A and B are appropriate alternate tests.

**NOTE:** It is strongly recommended that instructors refrain from administering the CLAS-E Speaking progress test to their own students, as well as from scoring the Expository Writing Folio for their own students.

**IMPORTANT:** If an initial test places a learner into ELAA 5, it is up to the program to decide whether to continue assessing with the CLAS-E or to begin testing with the TABE 9/10 Locator. The locator should place the student into Level M or higher. If the locator places the student in Level E, the program is advised to continue using the CLAS-E. If the decision is made to begin testing with the TABE, the program should not enter the CLAS-E scores into the state data management system. If a learner initially takes a Level 4 test and score 601 or higher, the TABE 9/10 Online must be administered. The assessment record should begin with the TABE initial placement so that MSG will be measured against the correct assessment.

### TABE CLAS-E: Official Score Ranges

The TABE CLAS-E is a standardized assessment. Validity and reliability must be maintained through a standardized delivery process; test administration must not deviate from the procedures described by the publisher, DRC/CTB.

Official score ranges shall be used for both initial and progress assessments for NRS reporting purposes. Composite scores must be used in the state data base system.

<b>NRS Level</b>	<b>Listening &amp; Speaking</b> (scale score Listening + scale score Speaking = Total Score. Total Score ÷ 2 = Composite Score)	<b>Reading &amp; Writing</b> (scale score Reading + scale score Writing* = Total Score. Total Score ÷ 2 = Composite Score)
ESL Level 1	407 and below	394 and below
ESL Level 2	408 – 449	395 - 441
ESL Level 3	450 – 485	442 – 482
ESL Level 4	486 – 525	483 – 514
ESL Level 5	526 – 558	515 - 556
ESL Level 6	559 – 600	557 - 600

\* The Writing Test Book and the Expository Writing Folio scores shall be used to determine the Writing raw score; the Writing Score Table shall be used to convert the raw score to a scale score.

### Recommended Initial Score Ranges

Recommended initial score ranges for level tests have been identified. A learner with scores outside the recommended scoring range should be retested using the appropriate test level.

<b>Test Level</b>	<b>Listening &amp; Speaking</b>	<b>Reading &amp; Writing</b>
<b>1</b>	230 – 485	225 – 482
<b>2</b>	380 – 525	360 – 514
<b>3*</b>	408 – 558	395 – 556
<b>4*</b>	486 +	483 +
*If 600+ administer the TABE 9/10 Locator and Survey		

### Inclusive Assessment Administration

Accommodations and adaptations are available for learners.

- If a learner has a documented learning disability, it is generally in the best interest of the learner to present the documentation to the program before assessment has taken place so that an appropriate **accommodation** can be made (see Categories 2 and 3 below). Learners may document disabilities and the need for accommodation through professional evaluative documents attained from psychologists, physicians or school records. Accommodations will be made for learners with documented learning disabilities and must be applied in conformance with publisher guidelines. A list of acceptable accommodations can be found in the “Guide to Administering TABE 9 & 10” from DRC/CTB or at [www.ctb.com/accommodations](http://www.ctb.com/accommodations). The length of time the documentation is allowed to be used varies by type of disability.



- If, on the other hand, the learner does not have a documented disability, but has discovered that he or she learns best through some adaptation of the instructional environment, that should also be made known to the program before the initial assessment takes place so that the **adaptation** can be made and accurate placement information can be obtained (see Category 3 below). Adaptations for learners with learning difficulties may be given upon request and without learning disabilities diagnoses. Suitable adaptations are colored transparent overlays, clear transparent overlays with highlighters, temporary adhesives with spatial directions, earplugs, large print test editions (if available), magnifying devices, priority seating, hats or caps to minimize the effects of fluorescent lighting, or unmarked straightedges. Arizona Adult Education Services will provide technical assistance to programs requesting help in determining appropriate adaptations.

In general, accommodations like those described in Categories 2 and 3 (below) should be noted in the learner record. Requests for testing accommodations on the GED® are separate from any accommodations provided for the TABE or CLAS-E and must be completed through Pearson-Vue.

- **Category 1**

Category 1 accommodations are not expected to influence student performance in a way that alters the standard interpretation of either criterion- or norm-referenced test scores. Individual student scores obtained using Category 1 accommodations should be interpreted in the same way as the scores of other students who take the test under default conditions. These scores should be included in summaries of results without notation of accommodation(s).

Example of a Category 1 Accommodation: Take the test alone in a study carrel. *This and similar accommodations compose Category 1. These accommodations are not expected to affect the interpretation of individual students' criterion- or norm-referenced scores. Both individual results and summaries can be treated in the same manner as those for students who do not use accommodations. Individual student scores can be interpreted directly, and student scores can be included in the aggregate score reports without special notation of the accommodation.*

- **Category 2**

Category 2 accommodations may have an effect on student performance that should be considered when interpreting individual criterion- or norm-referenced test scores. In the absence of research demonstrating otherwise, test scores and any consequences or decision associated with them should be interpreted in light of the accommodation(s) used.

Example of a Category 2 Accommodation: Use extra testing time for any timed test. *The accommodation of giving extra time may have an effect on student performance that should be considered when interpreting students' scores. Category 2 comprises accommodations that may affect the interpretation of individual students' criterion- or norm-referenced scores. DRC/CTB recommends that individual student scores obtained with Category 2 accommodations be interpreted in light of the accommodation(s) used.*

- **Category 3**

Category 3 accommodations are likely to change what is being measured and have an effect that alters the interpretation of individual criterion- and norm-referenced scores. This occurs when the accommodation is strongly related to the knowledge, skill, or ability being measured (e.g., the use of Braille test where not all items in the non-Braille version are administered in Braille). In the absence of research demonstrating otherwise, criterion- and norm-referenced test scores and any consequences or decisions associated with them should be interpreted not only in light of the accommodation(s) used, but also in light of how the accommodation(s) may alter what is measured.

Example of a Category 3 Accommodation: Use a calculator for mathematics computation test. *The accommodation of using a calculator for the computation test may have an effect on student criterion- and norm-referenced scores and may change what is being measured. Consider the skills a student must demonstrate to solve the following problem with and without a calculator:*

*Subtract:  $3,348 - 2,954 = x$*

*A student taking the item under default conditions, “without a calculator,” must demonstrate the ability to subtract and apply the concept of “regrouping.” A student using a calculator does not need to apply the concept of “regrouping,” but instead must demonstrate the ability to perform subtraction on a calculator. The skill measured by this item is clearly different for students using a calculator than for those who do not, and both criterion- and norm-referenced scores must be interpreted accordingly.*

*Most Category 3 accommodations are specific to the test content. DRC/CTB recommends carefully considering the relationship between the test content and desired inference and the accommodation when interpreting individual student scores obtained using Category 3 accommodations.*

Often, accommodations are not provided singly; rather by nature they require a combination of accommodations (such as providing a separate test setting for students receiving extra time or an oral accommodation). Score interpretations should consider the assessment accommodation combination and whether any or all of the accommodations will change what is being measured. When categorizing accommodations, particularly when tracking for policy purposes, concurrent accommodations should be categorized at the highest-probability level. For example, if one accommodation is a Category 1 and another, given concurrently, is a Category 3, the higher of the two (Category 3) should be considered and documented.